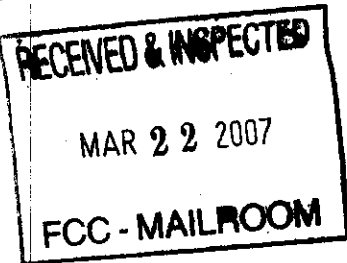


EDVANTAGES

Giving Schools the Edge.



March 20, 2007

CC: 02-6

Marlene H. Dortch, Secretary
Federal Communications Commission
Office of the Secretary
9300 East Hampton Drive
Capitol Heights, MD 20743

RE: APPEAL OF USAC DENIAL OF FUNDING

On December 27, 2006 this appeal document was received by the Office of the Secretary, Federal Communications Division, but when we presented an inquiry, the appeal could not be found.

This is a second attempt in the filing. Please see attached proof of postmark from the United States Post Office.

Sincerely,


Joanne Neal
Contact for Trotwood Preparatory & Fitness Academy

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EDVANTAGES

Giving Schools the Edge.

December 23, 2006

Federal Communications Commission
Office of the Secretary
9300 East Hampton Drive
Capitol Heights, MD 20743

This letter serves as a request to appeal Denial of Funding for the following USAC decisions:

YEAR:	2004-2005	YEAR:	2005-2006
BEN:	233811	BEN:	233811
471 APP NO.	419208	471 APP NO.	466681
FRN:	1167842	FRN:	1294103
YEAR:	2005-2006	YEAR:	2005-2006
BEN:	233811	BEN:	233811
471 APP NO.	466681	471 APP NO.	466699
FRN:	1297988	FRN:	1293249
YEAR:	2005-2006	YEAR:	2005-2006
BEN:	233811	BEN:	233811
471 APP NO.	466699	471 APP NO.	466699
FRN:	1283266	FRN:	1283284
YEAR:	2005-2006		
BEN:	233811		
471 APP NO.	466699		
FRN:	1283292		

CONTACT INFORMATION:

JOANNE NEAL 935 Euclaire Ave. Bexley, OH 43209

614-774-7949 phone 614-333-5248 FAX JNEAL@JNEAL.ORG

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APPEAL

The Denial of Funding decision made by SLD should be rescinded for the Funding Request Numbers cited above because an approved technology plan was in place for the funding years of 2004-2005 and 2005-2006.

The enclosed documentation and exhibits will show that an approved technology plan was in place for the funding years cited above.

BACKGROUND

A technology plan was written beginning in the spring of 2003 in preparation for the funding year of 2003-2004. There were issues in completing this task using the Technology Planning Tool required by SchoolNet (now eTech Ohio). After many drafts, the plan was submitted in January 2004 (Exhibit 1), approved by the school board in April 2004 and approved by eTech Ohio in June 2004 (Exhibit 2).

SITE VISIT

The school had a USAC site visit in March 2006. This was the first site visit for the school. The reviewer did ask for Technology Plan Approval Letter but the current version of the Technology Planning Tool did not provide an approval letter. The first page showed that the plan had been through the FIELD REVIEW COMPLETED which is the SchoolNet approval (Exhibit 3).

The reviewer cited Joanne Neal as saying that there were minor issues with the budget section. That conversation was taken out of context. She didn't know that he was referring to the "x" in the budget box (Exhibit 3). She thought he was talking about the evolving nature of budgets and that the plan showed one year and in fact the plan covers three years. The documentation will show that the budget was totally complete when it was submitted in January 2004 (Exhibit 1) and the "x" in the budget box was there because the treasurer hadn't approved the plan online; not because there were issues with the budget. The treasurer had lost the password to the Technology Planning Tool; however, the plan was approved by the Board of Directors in April 2004. The school personnel were not aware of the jeopardy status until the Denial of Funding papers arrived in May 2006. Had this been clear at the site visit, the papers enclosed with this appeal could have been provided.

APPEAL TO SLD

An appeal was made to SLD within the guidelines of USAC. The appeal was denied because the technology plan was not approved. (Exhibit 4) As has been stated, we can show that the technology plan was in fact approved. These papers were not provided at the time of the appeal primarily because our Erate coordinator, Joanne Neal, was in a serious auto accident ten days prior to the receipt of the Denial of Funding and she was physically not able to prepare for the appeal. Dan Farslow, the Ohio Erate Coordinator

EDVANTAGES

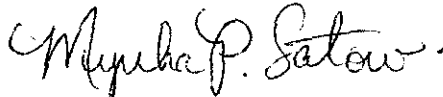
Giving Schools the Edge.

had already been working on the situation and advocated to USAC that the plan had in effect been approved on April 14, 2004. (Exhibit 5)

SUMMARY

With the background cited above and the enclosures showing that the plan was in fact approved prior to the start of the 2004-2005 and 2005-2006 funding years, it is requested that the Denial of Funding be rescinded and that the Demand for Payment be halted.

This appeal is respectfully submitted by:



Myrrha P. Satow, CEO
Trotwood Preparatory & Fitness Academy



LIST OF EXHIBITS

EXHIBIT 1 – Technology Plan submittal

EXHIBIT 2 – Technology Plan showing plan approved OSN (Ohio SchoolNet)

EXHIBIT 3 – First page of Technology Planning Tool

EXHIBIT 4 - Letter of Appeal to SLD and Denial of Funding Letters

EXHIBIT 5 – Memo from Dan Faslow to C Beach, dated May 24, 2006

**Technology Plan for
Trotwood Fitness & Prep Acad - 143206**

School Years: 2003 - 2006

Status: Draft Started

Printed: Jan 03, 2004

[Phase 1 Only]

The facilitator will keep members updated and in contact with one another through e-mail and team meetings.

Team meetings will be held every other month at noon on the third Tuesday of the month.

In the near future we would like to begin to hold net meetings in order to minimize travel time for each individual.

The school will publish their technology goals and action plans once a year to their parents and hold parent meetings, possibly in conjunction with the school open house. Updates to this information could be published periodically as needed.

Community Relations Strategy

Community Relations Strategy

Communications with community members (parents and non-parents), businesses and public service organizations is very important. Many of these organizations provide services that can be utilized in conjunction with the services provided by the school. An example is the public libraries.

Other educational opportunities

As the school continues to grow and students who have specific needs that can be better met using an outside educational entity, Trotwood Prep & Fitness should be in a position to tap into these resources. The infrastructure, if constructed as designed, will give the school the ability to utilize any other external resource.

Businesses

Businesses often have technology items that can be donated. A relationship could be pursued with any number of organizations in the area whereby the business donates hardware* and possibly technology services. Many businesses operate an Adopt a School program.

*Minimum standards will be established to ensure that maintenance requirements for the school maintain level.

Community Members

Many community members have expertise that could be tapped to use in the school. This expertise could range from upgrading computers, cleaning computers, training to software installation and hardware setups.

1.6 Service Agencies, Partnerships, and Community Linkages

Potential Funding Resources

The Trotwood Preparatory & Fitness Academy has many options in exploring funding resources.

Federal Programs

- Title programs
- Competitive applications

State Programs

- SchoolNet
- Competitive programs

Community

Phase 1 - Initiate Planning

1.1 School District Demographics and Facilities

School District Name: Trotwood Fitness & Prep Acad

District Code (IRN#): 143206

District Address: 139 Greenmount Blvd
Dayton, OH 45419

District Phone #:

Superintendent's Name: Pammer, Myrrha

Category	Grade Levels	# Faculty	# Students	# F/R Lunches	# Schools	# Classrooms
Elementary	K-6	9.00	145.00	109.00	1.00	9.00

District and Community Demographics

The Trotwood Preparatory & Fitness Academy is a community school located in Trotwood, Ohio. The school is in its second year of operation and supplements its strong academic curriculum with a fitness program. The school has an extended day to accommodate the fitness program. Each student will have the opportunity to learn tennis, martial arts and soccer.

The school is located in a facility that was previously a YMCA. The building has ample space for classrooms and includes a track, open court and racquet ball rooms.

School District Facilities

The school is housed in a one story frame building that previously was owned by the YMCA. There are two buildings separated by 1000' which is mostly parking lot with some green space.

The front building which is located at the street accommodates the younger grades and is well suited for wireless connections. The second building which is set back has structural challenges because of the thickness of the walls between the racquetball courts. However, both buildings will easily accommodate network wireless and wiring requirements.

1.2 Planning Process Overview

Technology Planning Committee

Name: Claude, Deborah

Role/Organization: Teacher

E-mail Address: dclaud@edvantages.com

Name: Pammer, Myrrha

Role/Organization: Superintendent

E-mail Address: mpammer@edvantages.com

Name: Hunt, Julie

Role/Organization: Teacher

E-mail Address: jhunt@edvantages.com

Name: Pinkerton, Abby

Role/Organization: Treasurer

E-mail Address: tpinkerton@edvantages.com

Name: neal, jo

Role/Organization: Consultant

Daytime Phone: 614-774-7949

E-mail Address: jneal@2kschool.com

Name: Frazier, Barb

Role/Organization: EMIS Coordinator

E-mail Address: bfrazier@edvantages.com

Technology Planning Orientation Process

The Technology Planning Orientation Process was held on November 18, 2003 at 10:00 a the school. The Planning Team is made up of one parent, two teaches, two administrators, the EMIS coordinator and the facilitator.

The facilitator reviewed why it is important to have a technology plan which provides a technological strategic map for the school and also will open up many additional funding opportunities for technology. We also talked about how difficult it has been in the education industry to integrate technology into the curriculum. Examples of how a unit of instruction may be taught before technology and after technology were given.

The team was very interested in exploring the standards established by ISTE (International Standards for Technology in Education) and voiced that these standards could provide the base for the school's work.

The team reviewed the TPT Planning Model and all of the samples that are provided in the tool. (Example: Technology Plan Sample and Technology Plan Vision.)

The group decided that it would meet every two months or once a month until the plan is completed.

1.4 Technology Mission Statement and Vision

Mission Statement

The Trotwood Fitness & Preparatory School has a technology-enriched curriculum that will ensure that the students gain technology skills that are developmentally appropriate. Professional development is provided for the staff to ensure adequate skill level for curriculum instruction. Administrative functions use technology to ensure that cost effective and accurate data meets all state and federal guidelines.

Vision

The Trotwood Fitness & Preparatory School has enough computers that the students can complete in a timely manner curriculum activities and that the staff has the training in the hardware and software to effectively teach the activities and that the necessary hardware and infrastructure to support an intranet network is available, responsive and operational when it is needed

1.5 Ongoing Stakeholder Communications

Tactical Communications Plan

Communication Plan with Technology Planning Team

- Adopt a School programs from businesses

Private Grants

- Business opportunities presented by large corporations

Current District Partnerships

The school has partnerships at the state and federal level. On the state level, the school utilizes services and offering by the SchoolNet commission and the Ohio Department of Education.

At the federal level, the school is in the process of applying for E-Rate funds.

Potential District Partnerships and Linkages

Locally the school is investigating various partnership with local businesses and community colleges. In addition to these partnerships, the school is investigating specific private, state and federal grant opportunities.

**Technology Plan for
Trotwood Fitness & Prep Acad - 143206**

School Years: 2003 - 2006

Status: Draft Started

Printed: Jan 03, 2004

[Phase 2 Only]

Phase 2 - Assess Current Status of Educational Technology

2.1 Student and Staff Technology Skills, Knowledge, and Usage

District Technology Standards

Trotwood Preparatory & Fitness Academy is in its second year of operation and is just beginning its technology program. The school intends to use the NETS Standards for both the students and the teachers.

Student Technology Attitudes

Students are anxious to use technology. Students are curious and have a natural inclination to electronics.

Student Technology Skills

Students have very limited technology skills as they related specifically to computers. They are often end users of the technology (TV's, MP3, DVD's) but rarely understand the mechanics of the technology or how to apply the technology in a solution oriented situation.

Students Technology Usage

Currently the students do not have access to computers at the school.

Staff Technology Attitudes

The school is very much interested in getting technology to the students. The current obstacle is funding related.

Staff Technology Skills

The skills of the staff are varied depending upon the skill the staff member entered the district. The school wants to offer professional development opportunities inline with the technology plan.

Staff Technology Usage

The school uses technology primarily for administrative uses. All EMIS reporting, enrollment, treasurer's responsibilities utilize the office workstations with DSL connectivity.

Options for Closing the Student Technology Gap

The school understands and recognizes the need to re-configure the curriculum to integrate technology. A process to do that has been researched and the school is ready to begin the process.

Option for Closing the Staff Technology Gap

Bridging the gap in staff skills uses the same process as that for the students. Once the skill needed has been identified through the re-engineering process of the Unit of Instruction, then the staff will be trained if the skill is not there already.

2.2 Technology Inventory

Category: "Elementary" Computer Systems

System Type	Instructional	% of Total	Administrative	% of Total
Current	0	0	0	0
Aging	0	0	0	0
Legacy	0	0	0	0

Total	0	100	0	100
-------	---	-----	---	-----

2.3 District Infrastructure and Connectivity Status

Building Level Networking

Current Networking Capabilities

The Trotwood Preparatory & Fitness Academy currently has very little networking capacity. The school has one DSL coming into the building primarily for administrative uses. The school has less than 10 computers.

Projected Networking Capabilities

Because the school has no source of funding for technology except for its general revenue, making technology available is difficult. The school will introduce technology

We believe that there are two macro level of technology in education: education and the business requirements that support the education of the students.

These two levels break down further into functions:

Students need to have skills to use the technology in order to learn. Teachers need to have skills to teach the technology to the students.

Administrators need to have skills to use technology to support the business needs.

None of these requirements can work or progress very far without the others; therefore it is critical that progress be made in each area incrementally.

PHASE I - January 2004 - June 2006 (FY04 and FY05)

1. Introduce a peer to peer network - primarily wireless except where the structural building attributes require hard wires.
2. Adopt the NETS standards as the benchmark technological measurements for the students.
3. Purchase AlphaSmart computers on a cart and begin to integrate technology into the curriculum.
4. Develop a plan to integrate technology throughout the curriculum
5. Provide the necessary instruction to the teachers to teach the curriculum as revised.

PHASE II - Jul 2006- June 2007

1. Purchase and implement a server network.
2. Purchase computers for students and teachers. (ratio not known at this time. It is dependent upon the cost of the computers at that time.)

3. Purchase AlphaSmart computers on a cart and begin to integrate technology into the curriculum.

4 *Provide the necessary instruction to the teachers to teach the curriculum as revised.*

District Level Networking

Refer to Building Level Networking

Internet and Telecommunications

Trotwood Preparatory & Fitness Academy current has one DSL line coming into the primary building. During the 2004-2005 year, a second DSL line will be dropped into the back building. This configuration will support the peer-to-peer network.

During that year or in the 2005-2006 year, it is expected that the school will use a full T1 line.

The school is using the E-rate federal program to subsidize its telecommunication services.

Telephone Services Distribution

Teachers will use cellular phones to communicate among each other and parents. A phone system is needed to suport the multiple incoming lines. A phone system will be installed as funds permit.

Video Distribution

The Trotwood Preparatory & Fitness Academy will entertain the possibilities of using internal cable programming or video from independent school cameras during the 2006-2007 school year.

Distance Learning Facilities

The Trotwood Preparatory & Fitness Academy expects to have the infrastructure in place during the 2004-2005 or 2005-2006 school year to take advantage of distance learning opportunities. (It depends if the school is eligible for E-Rate funding at 90%).

District Infrastructure Partnerships

The school has the opportunity to utilize E-Rate funding possibilities, SchoolNet and other funding sources. In addition to these sources, parents who are skilled in technology have come forth offering to help in this important endeavor.

District Network Architecture

Network Architecture

The school currently does not have a network. There are three computers in the office that are connected through a router and connected to the Internet via a DSL.

The school currently does not have a network. There are three computers in the office that are connected through a router and connected to the Internet via a DSL.

2.4 Curriculum/Technology Integration

Existing Technology Initiatives

The school can not offer technology initiatives at the moment due to its lack of funding. The school's leaders

are looking for opportunities to make changes in this area.

Technology Initiatives to Enhance Student Achievement

The school will be using the AlphaSmart keyboards to begin their technology training in the classroom. This phase will allow the teachers to understand the process of re-configuring their curriculum units of instruction to include technology assignments. Then the next major initiative will be to obtain funding and install a major network.

2.5 Staff Development

Current Technology-Related Staff Development Programs

The school, in its second year of operation, is just beginning to look at strategies for technology development. Staff development is a challenge due to the current demands on the teacher's time. Options are being considered and will be included as the technology plan is more fully developed.

Sources For Technology-Related Professional Development

Many opportunities exist for professional development to the Trotwood schools and other schools. The barrier to taking full advantage of these opportunities is primarily time. With teachers needed full time in the classroom, it is very difficult to take them out on a regular basis or ask them to extend their day. Often times their day is already extended with the requirements of lesson preparation.

Role of Technology in Staff Development

There could be many uses of technology's role in staff development. Online courses for generic skills is definitely a possibility but would have to be augmented with hands on training.

2.6 Technology Support

Support For Learning Resources and Instructional Technology

Quality issues:

The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Quantity issues:

The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Support For Information Management Functions

Quality issues:

The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Quantity issues:

The school is just entering into work on technology related issues. These questions are excellent questions,

but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Support For Communications and Network Infrastructure

Quality issues:

The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Quantity issues:

The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Support For Operation, Maintenance, and Other Support

Quality issues:

The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Quantity issues:

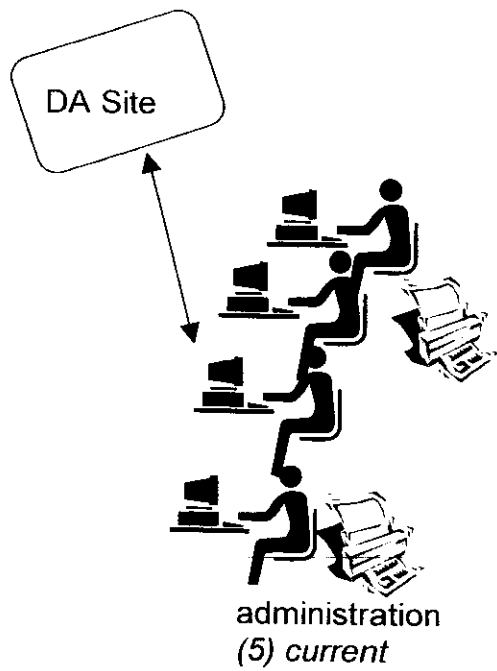
The school is just entering into work on technology related issues. These questions are excellent questions, but are not appropriate for this school at this time. They will be excellent questions when the plan is revisited annually.

Components of an End User Support System

The school has about one computer in each classroom which the teacher can use. At this time, there is no Internet connections in the classrooms.

TROTWOOD PREPARATORY & FITNESS ACADEMY

CURRENT ARCHITECTURE SCHEMATIC



9classrooms
(1 computer each)

**Technology Plan for
Trotwood Fitness & Prep Acad - 143206**

School Years: 2003 - 2006

Status: Draft Started

Printed: Jan 03, 2004

[Phase 3 & 4 Only]

Phase 3 - Review Goals & Identify Strategies

Phase 4 - Develop Action Plans & Identify Support and Staffing

Goals & Strategies

Goal #1: Standards-Based Learning

Strategies:

Strategy #1: Technology that Impacts Learning - Provide instruction to the staff on how to modify their current curriculum to use technology. The result of this process will be Technology standards for both the teachers and the students.

Strategy #2: Technology That Impacts Teaching and Learning - Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

Goal #2: Educational Systems Improvements

Strategies:

Strategy #1: Technology that Impacts Learning - Provide instruction to the staff on how to modify their current curriculum to use technology. The result of this process will be Technology standards for both the teachers and the students.

Strategy #2: Technology That Impacts Teaching and Learning - Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

Goal #3: General Curriculum for Children with Disabilities - Students with disabilities will achieve at the same or higher rate as their typically developing peers.

Strategies:

Strategy #2: Technology That Impacts Teaching and Learning - Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

Goal #4: Reading/Language Arts - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Strategies:

Strategy #1: Technology that Impacts Learning - Provide instruction to the staff on how to modify their current curriculum to use technology. The result of this process will be Technology standards for both the teachers and the students.

Strategy #2: Technology That Impacts Teaching and Learning - Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

Goal #5: Safe and Drug-Free Learning Environments - All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Strategies:

Strategy Components

Strategy #1: Technology that Impacts Learning - Provide instruction to the staff on how to modify

their current curriculum to use technology. The result of this process will be Technology standards for both the teachers and the students.

Relevant Goals

Goal #1: Standards-Based Learning

Goal #2: Educational Systems Improvements

Goal #4: Reading/Language Arts - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Resources and Costs

Workstation & Peripherals	Estimated Cost
2 Alphasmart Systems - \$8500	2003: \$8500 2004: \$0 2005: \$0
There are no peripheral requirements for this strategy. The AlphaSmart keyboards are self-contained. The keyboards will, however, work with computers as a regular keyboard and files can be transferred from the AlphaSmart keyboards to the computer.	2003: \$0 2004: \$0 2005: \$0
Software & Supplies	Estimated Cost
There are no software requirements for this strategy. The AlphaSmart computers are self-contained.	2003: \$0 2004: \$0 2005: \$0
General Supplies - diskettes, print cartridges	2003: \$2000 2004: \$3000 2005: \$4000
Network & Infrastructure	Estimated Cost
There will be no Network development within this strategy.	2003: \$0 2004: \$0 2005: \$0
There will be no infrastructure development within this strategy.	2003: \$0 2004: \$0 2005: \$0
Security	Estimated Cost
Computers where students have access to the Internet will need Cyberpatrol filtering. (CIPA compliant)	2003: \$1000 2004: \$0 2005: \$0
For this strategy there are no additional security considerations.	2003: \$0 2004: \$0 2005: \$0
Policy & Procedures	Estimated Cost
Professional Development to re-engineer curriculum. 3 hrs every two weeks x 6 teachers (two grades per year) x 26 weeks Teacher stipends = 324 hours x \$20 hr = \$6480	2003: \$6480 2004: \$8000 2005: \$8000
There are really no technology procedures.... more curriculum in nature which is actually included in Tehnology Policies.... although re-engineering the curriculum is not a policy.	2003: \$0 2004: \$0 2005: \$0
Maintenance & Upgrades	Estimated Cost

AlphaSmart Keyboards will compliment the infrastructure that will be developed. This system is not expected to be expanded. Maintenance will be completed by the FTE hired as the <i>Instructional Technology Coordinator and for Network Maintenance.</i>	2003: \$0
	2004: \$0
	2005: \$0
Upgrade considerations will be made once the evaluation of the project is completed. The project is not yet operational. It will also depend upon when the infrastructure can be funded.	2003: \$0
	2004: \$0
	2005: \$0
There are no additional items.	2003: \$0
	2004: \$0
	2005: \$0

Relevant State Technology Indicators

Classroom Technology
 Connectivity
 Planning and Coordination
 Professional Development
 Technical Training
 Technology Support

Performance Indicators

Performance Indicators:

1. The individual teacher can take a unit of instruction and re-configure the unit to replace certain pieces of it with technology.
2. The teacher has the skills to instruct the re-configured unit of instruction.
3. The students have the skills to complete the lesson as re-configured.

Action Steps

Action Step	Benchmark	Start	End
1. AlphaSmart Keyboard systems are purchased and installed. 2. Team is selected. 3. Staff has initial training on AlphaSmart Keyboards 4. Team receives training on how to re-engineer curriculum. 5. Each staff member picks different unit - re-engineers curriculum 6. Staff member brings it back to team. Team learns/helps with process. 7. Staff member takes it to students to see how successful it is - what problems arise. 8. Staff member takes it back to team to get help with process. 9. Process continues until staff member is satisfied that the process is working efficiently.	Unit of Instruction has been re-configured and will be used during that classroom year and in future years.	11-2003	05-2004

Leadership

The CEO of Edvantages will lead this initiative. The CEO will obtain support from the Educational & Technology Consultant as needed.

Key Personnel

Team of Teachers
AlphaSmart Trainer

Strategy #2: Technology That Impacts Teaching and Learning - Use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results.

Relevant Goals

Goal #1: Standards-Based Learning

Goal #2: Educational Systems Improvements

Goal #3: General Curriculum for Children with Disabilities - Students with disabilities will achieve at the same or higher rate as their typically developing peers.

Goal #4: Reading/Language Arts - By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts.

Resources and Costs

Workstation & Peripherals	Estimated Cost
4 workstations per classroom - \$800 each x 12 classrooms = 9600	2003: \$0
	2004: \$9600
Total = \$9600 2004-2005	2005: \$3300
Add three classrooms in 2005 =	
1 laser printer per classroom - \$300 each x 12 classrooms = 3600	2003: \$0
	2004: \$3600
	2005: \$0
Software & Supplies	Estimated Cost
Microsoft Office Professional	2003: \$0
	2004: \$0
Purchase with machines	2005: \$0
Annual paper requirements	2003: \$2000
2 cases per week x 40 weeks = 80 cases x \$25 case = \$2000	2004: \$3000
	2005: \$4000
Network & Infrastructure	Estimated Cost
T1 broad band capacity is required to serve the network. The school currently only has one DSL line which will need to be replaced with a T1 line. A T1 normally runs around \$600 / month.	2003: \$480
DSL is running around \$40 / month	2004: \$7200
	2005: \$7200
1 Server	2003: \$0
UPS	2004: \$18000
5 WAP's	2005: \$30000
Backup Tape Unit	
2 Backup Tapes	
Security	Estimated Cost

Child Information Protection Act software - Server based \$3000	2003: \$0 2004: \$6000 2005: \$0
Novell Served Based Virus Software \$3000	2003: \$0 2004: \$0 2005: \$0
A tape backup system is included in the infrastructure requirements. Included are two additional tapes.	2003: \$0 2004: \$0 2005: \$0
Policy & Procedures	Estimated Cost
Draft Email Guidelines for students and staff and include in policy and student code of conduct (Acceptable Use Policy).	2003: \$0 2004: \$1500 2005: \$1000
Cost of instructional Technology Coordinator - Job will be to teach teachers, maintain network and keep computers operational. Any additional load to network or staff will require more than one full-time individual.	
Draft guidelines for how to ask for maintenance and support.	2003: \$0 2004: \$2500 2005: \$2500
Maintenance & Upgrades	Estimated Cost
Maintenance to the network will be required.	2003: \$3000 2004: \$25000 2005: \$25000
The network is not expected to be totally configured until 2007-2008. Asset retirement will occur every three years beginning in 2010-2011.	
Upgrades will not need to be considered since the entire infrastructure will be new. The infrastructure components should be purchase to last at least three years or more. Upgrades should be considered three years from the original purchase date.	2003: \$0 2004: \$0 2005: \$0
A digital camera will be purchased to support the marketing efforts of the school.	2003: \$600 2004: \$1000 2005: \$1000

Relevant State Technology Indicators

Classroom Technology
Connectivity
Planning and Coordination
Professional Development
Technical Training
Technology Support

Performance Indicators

Performance Indicators:

1. School is eligible for E-Rate funding at 90%. Application has been made for Internal Operations funding.
2. If school is not eligible for E-Rate funding, technology team will either need to identify other sources of funding or